Wellesley College News

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DEPARTMENT OF HYGIENE AND PHYSICAL EDUCATION
WELLESLEY COLLEGE
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MAY 1 1930

LEAF OF MAYENCE BIBLE PRESENTED

Mr. R. G. Shaw's Invaluable Gift Framed and Placed In Treasure Room

CHAPTER FROM MATTHEW

Mr. Robert Gould Shaw of Wellesley has just presented the Wellesley College Library with a leaf from the famous Mayence Bible.

This leaf is invaluable, coming as it does from the first printed Bible, which was published in Mayence, Germany, in 1462. On the page which we have been given is to be found a part of chapter sixteen of Matthew, as well as the whole of the seventeenth and eighteenth chapters. The page is typed in black letter Gothic type. The illuminated initial letters are done by hand and colored in red and blue. The folio leaf, which has already been framed, is now in the Treasure Room.

The juniors will be especially interested in this gift, for the Mayence Bible takes a prominent place in their Biblical History courses.

Mr. Shaw, as a relative of the Hunnewell family which has always taken so great an interest in the college, has for a long time been a generous contributor to the Treasure Room. Among his other gifts are a leaf from a medieval manuscript on vellum and volumes privately published by the Club of Art. He has also given to Harvard University their very complete theatrical collection.

Last Instalments Finished By Wellesley Novelists

What about writing a novel for a college composition course? Well, says one of our novelists of 1930, we all have a first novel in us, so why not get it out of our systems? If the first attempt turns out to be stilted and adolescent, tear it up. The second may then be composed with the urbanity of an experienced novelist.

But if all the novels that have been written this year for the advanced course in English Composition were torn up, there would be very few shreds so amateurish as to contain bits of murder, ruined maiden, or threatening villain motif. The novels, in fact, seem well worth keeping intact. The novelists, though undoubtedly lacking in richness of experience; have admirably restrained themselves from tearing passions to tatters on one hand, and from grinding out reams of intellectual facts on the other. They seem, also, to be in line with the more experienced modern novelists in their attempt to deal with their studies in a narrow and deep rather than in a broad and all-inclusive manner.

Helen Williams has built her story around a young medical student. He has grown up with a next-door girlfriend; and it has been taken for granted by all concerned that he will eventually marry her. Though he falls in love with another, he follows what he considers his duty, and regrets it for the rest of his life. Our novelist feels that the boy should have gone his own way, that it was a tragic mistake to become a slave to duty. We are egoists, she feels, when it comes to little things, but in the big concerns of our lives we lack the courage to give in to ourselves, and so become altruists.

Mary Hughes has made a character study of a sensitive and imaginative small-town boy, Joey by name. Joey

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ON TRIAL

Tomorrow the members of the class of 1930 will undergo trial by ordeal to determine whether or not they have earned a B. A. degree. Today they are probably concentrating their attention fully on the problem of succeeding in their task; but we who look on not quite calmly, in anticipation of the time when we shall stand on trial, are wondering if the system is of value proportionate to its evils.

The chief purpose of the general, we are told with constant reiteration, is to correlate the courses of the major field. In most colleges where the comprehensive examination is given, this correlation is accomplished through the tutorial system. The student is actually responsible for the entire field, as covered by the department courses. Under the system at Wellesley, the student cannot, of course, while she is carrying a full program, be expected to examine the courses she has not taken. She therefore attempts to correlate the small bits she has studied into something more than a midyear eight times magnified. And often she finds the task impossible. One might, for instance, in reviewing for the general, survey a twelve hour major in the field of English Literature without including Shakespeare, Milton or the Romantic and Victorian poets. Or one might pass a comprehensive examination in history without any acquaintance with the ancient world, with the period that until the opening of the present century formed the basis of higher education. Or we might review the zoological sciences with the omission of genetics or physiology. It is deplorable that the student cannot be given time to construct, with personal assistance or with individual work, an inclusive and co-ordinated survey of the field she has chosen.

Change Essential

The most efficient method, of course, is the tutorial, in which the subject may be studied by the individual under personal guidance. But if that method involves too great an expense, there should be other ways to eliminate to some extent the chief evil of the present system. Some departments have been conducting classes outside of curricular hours to review for the general. Such a requirement, imposed upon the usually exacting program of senior courses, merely adds to the hysteria preceding generals. Officialized, however, it might prove a substitute for the tutorial system—a substitute too rigid, allowing too little freedom to the individual, but at least an improvement on the present method of piecing out patchwork. At the other end of the scale is the possibility of allowing the individual to work out her own synthesis with only a little, or with no personal aid. The obvious objection here is that the undergraduate has not reached the point of thinking for herself in an extensive and systematic manner. But it might be fair to give her a chance of proving herself capable; and even without increasing the number of instructors some individual assistance might perhaps be given. Personal work with the students would certainly be a more profitable occupation for part-time graduate students than the reading of countless papers. And thus the way might be paved toward the tutorial system, not as to a mecca where all ills will be cured, but as to a goal from which new progress may begin.

Not, in brief, until the agony of cramming for eight semester examinations is metamorphosed into a sane, slow process of acquiring an intellectual perspective over a connected field, can the general examination justify its own existence.

COMING EVENTS

At their open meeting, May 2, at 8:00 P.M., in Shakespeare, the Spanish Club will give a one-act play, *Los Meritarios*, by the Brothers Quintero.

Those wishing to join the Student Industrial Party will gather at the Information Bureau between 2 and 3 o'clock, Saturday afternoon, May 3, in order to meet their guests, the Brockton workers. At four o'clock the canoes will start across the Lake, and at five, there will be a talk by Mr. Goodell on *Union Co-operation in Technical Research.*

Mr. Goodell, an engineer, was recently engaged by the Naumkeag Mills of Salem, Mass., to introduce modern efficiency methods in the company. He is working in co-operation with both the management and a committee representing the some 3000 union workers of the mills. His diplomacy and fairness in handling this delicate situation is already earning the young engineer a wide reputation.

This talk will be followed on Sunday afternoon, at three o'clock at T. Z. E., by a short discussion by Mrs. Mary Thompson on *What Is Happening with Women in the Textile Industry Today.*

There will be room drawing for the class of 1932 by Saturday, May 3, at 1:15 P.M., at Billings.

Dr. Sidney Lovett will speak in the chapel on Sunday, May 4. For eleven years pastor of the Mount Vernon Church in Boston, he graduated from Yale in 1913, and from Union Seminary in 1917, and studied for a year at Mansfield College, Oxford. His regular work at the Massachusetts Institute of Technology, Emerson, and Radcliffe, as well as his continuous visits to colleges in all parts of the country, are sufficient indication of the regard in which he is held among students. To those who attended the conference at Poland Springs he is well known as one of the leaders in the discussions of that conference.

On Wednesday evening, May 7, at 8 o'clock, in the Art Leeture Room, there will be a lecture by Miss Sirarpie Der Nersessian of the Art Department of Wellesley College, on "Gospel Illustration in Byzantine Manuscripts." The leeture will be illustrated with slides. All interested are cordially invited to attend.

Dr. F. Pitigliani To Speak On Present Italian Policy

On Wednesday, May 14, at 4:40 P.M., in Room I24, Founders Hall, the Department of Economics will bring to Wellesley, Dr. Fausto R. Pitigliani, to lecture on *Industrial Relations in Italy.* Dr. Pitigliani, who is a convinced follower of Mussolini, will speak of the present industrial and political policy of the Italian government from the Fascist point of view.

Dr. Pitigliani is at present doing research work in Washington, D. C., at the Brookings Institution, a graduate school which sponsors research in Economics and Political Science. It brings to this country scholars who are authorities in their various fields.

This lecture should be particularly interesting in giving inside information on a question which is considered by some to be one of the most important of national, or even international, problems.

Wellesley Undertakes Workingman's Education

According to this latest tale Wellesley is on the point of revolutionizing educational theories. The new college for women at Bennington, and Rollins, with its conference plan, sink into insignificance before Wellesley's new policy of educating the workman. The courses open to these new students have no prerequisites except a certain ability to lay bricks, chip stones, or rivet and listen to lectures, discussions, etc., at the same time. After that, the story: It seems that a French teacher asked a question in French (as is the regrettable habit of French teachers). There was a silence of the type usually known as "dead." Then a workman poked his head in the window and replied in typical soldier-boy French to the question.

Series of Prison Revolts Climaxed By Fire Disaster

The list of prison insurrections was further increased on Monday, April 21, when prisoners in an Ohio penitentiary set fire to part of the building. Three hundred and eighteen convicts were killed in the fire. The disaster has aroused comment from many quarters, centering in the prison officials and state authorities who permitted the existence of dangerous conditions.

The actual events of the fire were of a distinctly disagreeable nature. Al-

(Continued on Page 7, Cols, 2 and 3)

C. A. Invites All To Join Delegation at Silver Bay

This year, as in the past, C.A. hopes to have a substantial delegation to represent Wellesley at Silver Bay. The invitation is all-inclusive, "the more the merrier." The number of students, however, whom C.A. can send or help to send, will necessarily be limited.

The topic this year is of unusual interest. It concerns itself with "Resetting Our Ideas," an attempt to discover a possible solution of the existing conflict between accepted standards and our own concept of more satisfying patterns of behavior. The question will be viewed from a religious, racial parental, vocational and international aspect. "What We Do As Women?" is another phase of the question which will also be considered. The subjects are first brought up in small discussion groups and then the findings are correlated in a "Platform Hour" the following day.

Interesting Program

The Silver Bay Conference Committee has been fortunate in securing Rev. Howard Melish, D.D., of Trinity Church, Brooklyn, and Prof. Walter Horton of Oberlin, whose new book, *Theism and the Modern Mood*, has lately received much attention. A. J. Muste, formerly of Brookwood Labor College, is a notable figure whose acquaintance we anticipate making with keen pleasure. Those who attended last summer have pleasant memories of Dick Hill and Mr. Arthur Kinsolving as among last year's leaders.

Aside from the contacts with such men as these, it is a real privilege to associate with the group of foreign students who attend every year, to meet the representatives from other eastern

(Continued on Page 2, Col. 3.)

JUNIOR PROM CAPS THREE DAY REVELS

Wistful Observers Watch From Without the Scenes of a Midsummer Garden

LAST FORMAL AFFAIR

Bill, the Policeman, is getting blasé; and his comments on the Junior Promenade were not all that might have been expected from so sympathetic an onlooker at the college scene; but another Wellesley sage saw only youthful beauty and the graceful decorum of another age on the polished floor at Alumnae. Pridefully watching the play of lights on the multi-colored figures, he spoke of "the beautiful girls, the men that had never been so clean-cut"; and the gleam of appreciative observation came into eyes that have seen twenty-one such affairs. A very Daniel come to judgment!

Unworn by the preceding festivities, men, who for two long days had feasted heartily on punch of a cloying sweetness and cookies and petits fours more or less toothsome, who had dared the academic lioness in her den, who had bridged at Tizzie and danced on Z. A. on Friday, who had competed with the Wesleyan actors for attention at the presentation of *Dover Road* and swept their partners into the mazes of tea-dancing at Tower Court earlier on Saturday, now fell in truth to the business at hand. The lights were discreetly, if not extremely, low; and kinder to Bermuda-burned backs than the sunlight of every day. The Prom maids, all from the freshman ranks, flew eagerly to the service of their elders; wistful sophomores pressed their noses to the French windows and sighed; Spanish moss curled from the walls and a southern moon was glowing inside that dimmed the stars outside

If, as our sage and Tennyson might have put it, "the tender grace of a day that is dead" came back to match the diaphanous robes, then it was surely initiated by one scene that the dancers themselves did not arrive in time to see. No wild rumor, but the sober account of an eye-witness lends verity to a tale that two of Wellesley's chief and foremost, grave and reverend administrative officers opened the Prom before its chairman did. Unerringly they made for the middle of the floor; thoughtfully and well they jigged; admiringly they were surveyed.

Back in the kitchen a gathering of sober business men, the magnates of the village, helped Mr. Gramkow with sandwiches and coffee. Begged for information and a wealth of original impressions, they admitted a predilection for evening clothes on girls they saw usually in nondescript attire; the only stags at the Prom, they whirled the reporters in time to the strains of the last two dances.

The Prom Maids were as follows: Louise Adams, Mary Elizabeth Anderson, Dora Angus, Margaret Atwood, Eleanor Best, Betty Brastow, Elizabeth Creed, Elizabeth Cutsinger, Evangeline Davey, Jo Day, Rhoda Deuel, Helen M. France, Mary Garber, Margaret Giorchino, Jane Hanchett, Charlotte Hanson, Marcia Heald, Cleo Higgins, Elizabeth Howe, Margaret Hull, Polly Hunter, Sally Landers, Peggy Letcher, Lee Maddox, Jean Miller, Sally Nolan, Louise Bebbmans, Elizabeth Reed, Mary K. Richetts, Mary Sheldo, Aileen Sparrow, Helen Williamson, Genevieve Winans.

M. BOUTERON GIVES INTIMATE SKETCH OF HONORE DE BALZAC

On Wednesday evening, April 23, Monsieur Bouteron, Bibliothécaire de l'Institut de France, spoke at Alumnae Hall on *Une Année Dans la Vie de Balzac*. M. Bouteron is one of the outstanding Balzac scholars of the present time, and his enthusiasm for his subject was communicated to his audience. He presented Balzac, one of the best and most prolific of French authors, in an intimate aspect.

The lecture was accompanied by lantern slides, many of which were pictures of Balzac's personal effects, such as his coat of arms with its significant motto, "Jour et Nuit," the casket in which he kept his love letters, and the magic square which was the writer's talisman. Besides these, there were numerous pictures of Balzac himself at various ages, and of the women who played a part in his life.

Balzac, the son of a bourgeois, had aspirations to fame and riches. He had a marble bath in his quarters because Napoleon had had one. In those days, a marble bath was the quintessence of luxury. Like Napoleon, Balzac always wore a white robe while studying or writing. He had elegant tastes on a limited income, a condition that kept him perpetually in debt. The title pages of many of his novels were covered with accounts of his various expenses. As one might suppose, Balzac, the exponent of the full and adventurous life, had numerous love affairs, of which the most important was the alliance with Madame Hanska, a lady of high rank and great charm.

The year 1836, which M. Bouteron stressed particularly, marks a period of great production for Balzac. Although he managed to mingle pleasure with labor, he produced six books in that year. But, as M. Bouteron said, he was showing Balzac in an attitude in which that author would not like to have been seen.

LAST INSTALMENTS FINISHED BY WELLESLEY NOVELISTS

(Continued from Page 1, Col. 1)

meets Daisy, a "fallen woman," but the only one who understands him. His cousin Hetty, a bored-with-life young woman, turns to Joey, chiefly because most of her friends have left her, and because of a shallow curiosity about life. But she finally leaves him and he goes back to Daisy. The novel is a problem-play centering in the idea that Daisy, criticized because of her kind of life, can understand and love Joey because she has really lived instead of lightly trying things out as has Cousin Hetty. We are left to wonder whether one must go through the horrors of life in order to understand it.

Adah Horton has written about a girl who wanted to write. This, she hastens to assure us, is not autobiographic, or even introspective. Only the first instalment has been done, but, confidentially, the girl is going to meet a nice man soon, a writer; and is going to marry him. She will help him to write, and he will be a success because of her; but she, failing miserably in her own literary efforts, will consider herself a failure. The aim of this authoress is to attain a selective and imaginative realism such as Tolstoi's. There is to be enough realistic detail for a true impression; but detail crowded in merely to create an illusion of reality is banned.

Another Problem Play

Vivian Hopkins has placed her story at the time of the 1918 Boston police strike. Standing out against the background of danger and riot is a man who sees the State House with its golden dome as a symbol of law and order. He is married to a rather stupid pale-blonde woman, but has fallen in love with his wife's unmarried sister. One somehow associates the wife's blonde hair with the golden State House dome—and one senses his struggle as between the domestic order of the golden-haired wife and the lawless love for the sister.

Katherine King ambitiously began to trace the history and psychology of a trilogy of generations in order to arrive at a justification of the materialistic standards of the much-decried hard-headed business man, of the type of American who looks at art and wonders what it is worth.

Marian Griffin has written a story of 152 typed pages, in which, as she says, nothing very much happens. For this novel is a "static" drama, a study of undercurrents of moods and thoughts which are quite independent of action.

Margaret Trotter has worked up an interesting conflict between character and environment. She tells us that she had planned her novel to turn out in one way, but, that the characters are fooling her and coming out differently. The villain, who should have ground down the heroine, won't stay a villain, but is developing redeeming characteristics. A promising sign of growing narrative power!

A Theory for the Novel

Dorothy Hall follows in her novel the Hemingway tradition of understatement. In fact she does not wish to state her position at all; but merely to observe, and to let the reader draw the conclusions. The author's selection and emphasis is, of course, an implicit conclusion. But if the reader has to have his thinking done for him, says Miss Hall, he is not worth writing for. Each instalment of her novel deals with a different person, carries him to a crisis in his life, and then leaves him there. We hear more about him from the conversation of others; and as one person sinks into the background, another comes to the fore. Miss Hall's world of characters form an intricate tapestry in which the single threads are now on top and shining brightly, now hidden from view, now reappearing again.

Other interesting novels are Elizabeth Gilbert's triangle play, Natalie Burggraf's study of musicians, Elizabeth Reniff's regional story of Illinois, Mary Pattison's tale of South America, and Nellie Lee Pearce's psychological study of the growth of a small boy's mind.

The novels are especially praiseworthy in their emphasis upon the whys and wherefores of human character rather than upon the narration of outward events. It has been suggested that this may be due to the fact that the spreading out of the work over a period of time has given the novelists an opportunity for sustained thought, has given them a chance to live with their characters, and so to grasp their proportions and contours.

C. A. INVITES ALL TO JOIN DELEGATION AT SILVER BAY

(Continued from Page 1, Col 4)

colleges, and to learn to know our own Wellesley delegates under circumstances not afforded by a college routine.

But Jack is not a dull boy at Silver Bay; the time is by no means entirely given up to study and discussion groups. Picnics, swimming, and tennis take up a large part of each afternoon, and dancing, concert music and informal entertainments are scheduled for the evening.

Any one of last year's delegates will be glad to amplify or explain. They are, Mildred Hinman, Louise Conway, Ruth Stephens, Marjorie Maghee, Eleanor Peck, Elizabeth Hobble, Caroline Zeigler and Marjorie Siskey. For further information about this year's conference go to the C.A. Office, or see Katharine Allan, 315 Tower.

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2. Store NOW! You know the rush of Commencement, June play rehearsals, not to mention FINALS!
   Even George Eastman's 13 months wouldn't seem long enough in another month to do everything. . . . By storing now you save the natural moil of the pelts because heat destroys them.
3. Pay for cold storage in the Fall, about the time of Fall "Pay-Day" and tuition.
   When you come back to Wellesley, rich and ready to pay, is when you pay for cold storage. All you get now is a policy, our guarantee of safety, service and efficiency for 20 weeks or longer.
4. The day Harvard played Dartmouth 983 people called for their furs at our Cambridge building.
   Half of them may have been accepting "bids" from the Harvard Express patrons. . . . . plenty parking space on the Charles River Esplanade. . . . . when you store your furs anticipate wanting them QUICKLY.
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   Leave your call at Filene's Wellesley Shop. Or call HANcock 3800 and our driver will call for your furs. Or stop at any of 7 convenient stations when in Filene's shopping.

ON CAMPUS

Room drawing, that good old indoor sport guarantced to provoke anguish, murderous glints in your best friend's eyes, and boundless rejoicing if you don't draw number 297, was indulged in by the will-be seniors last Thursday afternoon. These juniors now know the worst that Fate can deal them, but the other members of the college are still stewing, wondering whether there is any possibility of a room with a wee glimpse of the lake, or whether a train in one's front yard, if one lived in the Quad, would be a disturbing element.

Those who lived in Clinton House last year entertained for the present inhabitants in the Green Room of Alumnae Thursday afternoon at four o'clock. Elizabeth Kaiser was in charge of the tea and bridge.

Caesar might be paraphrased to the effect that Prom men came, they were seen (by every member of the college), and some, at least, were conquered. All day Friday the Inn was in a flurry of excitement and a general air of unrest pervaded the Village. The men were taken tea-dancing at T. Z. E. and at Z. A., and some of the more knowledge-thirsting ones were trotted to classes. The height of something-or-other was reached when one girl, attired in the none-too-flattering gym clothes, was seen leading a man in the direction of dear old Mary Hemenway. The question remains: was she proceeding on the rather dangerous theory that if he could see her in that garb and still retain any feeling of affection for her, it must be love?

Crew has been having its difficulties in the past week of cold and stormy winds. The lure of the lake has not been overpowering, and Miss Rathbone is contemplating erecting a little crew house in the middle of the campus or hoisting a banner from the Ad building to remind people when they have call-outs. One day so few arrived that the remnants of one boat were taken for a ride in her motor boat.

Any suspicious holes into which you may have happened to charge on your strolls around campus were occasioned by a desire on the part of the Botany Department to beautify the campus. Shrubs are being planted everywhere, and even the Snake Path back of Fiske will soon be blossoming forth.

Plans are being concocted for a tea-dance by Washington, Little and Webb houses around the first of May, and other freshmen houses are cogitating upon the same problem.

FRENCH PLAY POSTPONED

The Alliance Francaise wishes to announce that the date of their play, *L'Anglais tel qu'on le parle*, by Tristan Bernard, has been changed to May 16. It will be given as formerly planned at 7:30 at T. Z. E.

ART EXHIBIT

The Wellesley College Art Museum will exhibit photographs of New England subjects by William E. Merrill, from May 3 to May 17.

SERVICE FUND APPROPRIATIONS

On Monday, April 14, the Service Fund Committee made the following appropriations: $50 to the Armenian and Indian Relief, an organization directed by a friend of Alice Freeman Palmer; $250 for a Brockton girl's scholarship at the Bryn Mawr Industrial Summer School; $100 to the Wellesley Friendly Aid Association, and $100 to the Wellesley Convalescence Home for Children; $550 to the National Board of the Y. W. C. A. for work among students; $400 to the Constantinople College for Women, and $100 to the American School at Constatinople, a day school for boys and girls; $100 to Northland College in Ashland, Wisconsin, where students can earn their way; $100 to Santee, and $150 to the American Indian Institute, two Indian colleges in the Middle West.

PUBLIC SPEAKING CONFERENCE

On Friday and Saturday, April 25 and 26, at Princeton University, was held the twenty-first Annual Meeting of the Eastern Public Speaking Conference. There were present as speakers representatives from more than twenty-five of the large colleges and universities of the country, including our own Miss Hobgood of the Reading and Speaking Department, who spoke on *Oral Reading*. Miss Hobgood's work in the promotion of better speech has included the positions of Vice-president of the National Speech Association, President of the Texas Speech Association, and Editor of the *Texas Journal of Speech* while at Simmons University.

Among the many speakers of interest were Leo Bulgakov, who spoke on *The Methods of Acting of the Moscow Art Theatre*, and Cleon Throckmorton of New York City, who spoke on *Adventures in the Theatre*. The meeting was opened by Edward Grant Conklin, the President of Princeton. There followed sectional meetings with talks on *Speech Problems*, *Dramatics*, *Public Speaking*, and *Debate and Reading*. The meeting was closed with meetings of College and Secondary School Teachers.

TRIBUTE TO WELLESLEY

Wellesley received a gift last week which should be appreciated particularly because of its originality and unexpectedness. It is a short French poem, translated by Marcel Bouteron from the original English *Gift* by James Thomson. M. Bouteron, known to the students and faculty through his lecture on Balzac, was inspired to write the verse by the charms of an American Pullman, intending it only for his own personal pleasure. When he reached Wellesley, however, he was so impressed by the beauty of the college, that he decided to dedicate and give it to *Miss Wellesley*. The poem has been placed among the other manuscripts of the Library—a charming tribute from a foreigner to the beauty of an American college.

ALUMNAE NOTES

Engaged

'20 Muriel Fritz to Mr. James Russell Hawks of Detroit.

'24 Elizabeth Wells to Mr. Ian Craib of Pietermaritzburg, Natal, Union of South Africa.

'26 Dorothe M. Leonard to Mr. John Powers Van Steenberg, Northwestern '20.

Ex-'26 Helen Meany to Mr. Harry R. Balfe, Pennsylvania Military College.

'28 Beatrice Weeks to Mr. Robert F. Bostwick, R. I. State College '28.

Married

'23 Priscilla Loud to Mr. Albert E. Simonson, April 8.

Born

'23 Mary Warden Stewart, a second daughter, Anne, April 15.

Died

'97 Agnes Bacon, April 22, Baltimore, Md.

'07 Mr. Lyman W. Besse, father of Florence Besse Brewster, Helen Besse Burbank '11, Edith Besse Holmes '13, and Lucy Besse Mitchell '18, died April 16, in Camden, S. C.

MODERN SPANISH LITERATURE TOPIC OF DR. ALONSO'S TALK

The Spanish Department brought to the college on Tuesday afternoon, April 22, at 4:40, an interesting lecture on *La Literatura Moderna*, by Dr. Damoso Alonso. Dr. Alonso, who comes from El Centro de Estudios, Madrid, is this year visiting professor of Spanish in Hunter College.

Dr. Alonso was entertaining as well as enlightening in his discussion of the alternate rising and falling of Spanish literature. He spoke of the Siglo de Oro, that time in Spanish history from 1550 to 1650, as being the most outstanding period for the productivity of really good literature.

Professor Alonso is a decided admirer of the "Generation of '98," that group of thinkers who rose to direct their energy against the decline of Spanish literature evident in the latter part of the nineteenth century. He indeed expressed a personal interest in these writers; he mentioned, in an appreciative and appraising tone, such prose writers as Baroja, Azorin, Unamuno, and Valle-Inclan. Drama, at this time, was developing under Benavente. Dr. Alonso did not fail to give due merit to the Modernist Movement, represented by Ruben Dario of Nicaragua, by the poets Jimenez and Machado. They were followed by "Los Jovenes," D'Ors, Ortega y Gasscit, Perez de Ayala, and Miro.

Dr. Alonso treated the three branches of literature in their turns: prose, poetry, and the theatre. His presentation was made more valuable by his appreciation, tinctured by an analytical elements.

FOCUSSED ON THE SCREEN

Today, tomorrow, and Saturday, the Community Playhouse will present William Powell, of Philo Vance fame, Jean Arthur, and Kay Francis in *Street of Chance*, a moving story of big city gambling. The story has all the realism that moving pictures are wont to lack, even as regards the ending, a fact that is the result of its having been written by an experienced New York reporter. The second picture, which stars Marion Davies, will be *Not So Dumb*, an adaptation of that ever-amusing farce, *Dulcy*. In the cast are also Elliott Nugent and Raymond Hackett, and the picture was directed by King Vidor.

On May 5, 6, and 7, the main feature will be *Roadhouse Nights*, an all-talking comedy. The exciting story of the way a reported sticks to his duty, despite the fact that he is the prisoner of a rum king in a roadhouse, is made all the more entertaining by the presence of Helen Morgan of *Show-Boat* fame. She sings blues songs in her own inimitable manner, and her performance of *It Can't Go on Like This* is noteworthy. The cast also includes the comedy team of Clayton, Jackson, and Durante, the latter of whom has been acclaimed as the "logical Charlie Chaplin of the talking screen." The second feature will bring Marguerite Churchill and William Collier in *Harmony at Home.*

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WELLESLEY COLLEGE NEWS

WELLESLEY, MASS., THURSDAY, MAY 1, 1930

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TIME OUT

Once upon a time, when Wellesley was very young, and serious, it used to go to chapel daily, night and morning for rest, relaxation, and, we are told, reflection. Upon growing up, it has abandoned this tradition, as an expanding curriculum and enticing extra-curricular activities have caught the college in the meshes of that wild haste which is entangling the rest of the hundred and twenty, or more, million people in the United States. It is obvious that we, progressive editors, could not advocate the restoration of a quaint old custom, although an unoccupied thirty minutes might seem very alluring to us. But as we gaze in pity upon the bewildered seniors, in the last throes of this week of torture, we wonder if this is not a ridiculous climax to a four-year struggle that has been so complex and involved as almost to defeat its own purposes.

It is, of course, somewhat unfortunate that we must drift through college rather aimlessly, as if there were nothing that interested us. It seems to be the eternal curse on youth in general, and on college youth in particular, not to know what it wants, or, more truly, what it should want. So each succeeding generation sits down to examine itself and its troubles, and weep away three or four bitter adolescent years.

Our advice, therefore, to those underclassmen who are fortunate enough to be able to profit by this sage counsel, would be to develop a sense of humor early in the college career. We aren't speaking superficially, we hasten to add. Thirty minutes of chapel may no longer seem necessary; but we are sorely in need of some time in which we might gain a real perspective of what we are doing. We cannot correlate our courses in two days before a midyear, or in a week before the generals. We may not have discovered the essential values of life before we have experienced the woes of the world, but we might, if we bothered, find the significant in our courses, instead of hoping that the important facts would in some miraculous way be saved from the mess with which we fill our minds. We find ourselves swamped by five courses, three quizzes, two papers, hockey, play rehearsals, and a concert; so with a sigh we give up the struggle without even trying to know what is worth while, or why. Of course, maybe we never can, but it might be worth devoting a few of our scatterbrained minutes to the attempt.

Sufficient unto Tomorrow

The general examination is among us. And we might, since we must, receive the unwelcome guest in a more gracious manner. The prolonged two weeks of midyears and finals we welcome with groans and sighs and frantic cramming; and the general, a glorified, amplified midyear, we greet with an attitude that resembles hysteria. It is partly because the general demands again the facts reluctantly learned by rote in former days; it is partly because we talk so much about it, that we create out of the general examination a hydra-headed monster waiting to devour us as we draw near the end of a weary pilgrimage. If student and teacher could realize that examinations—all examinations—are opportunities, not for midnight cramming and tragic ejaculations upon the bitterness of life, but for intelligent survey of work already done, perhaps the review of four years' labor would not appear so formidable a task. Certainly to destroy the pleasures of seniority with constant worry over any examination, even an all-important one, will not assist in the passing.

TUTORIAL SYSTEM SUGGESTED TO RESCUE SLAVING SENIORS

In these days when generals loom up on the horizon as the most important things in the lives of the seniors, we see our unfortunate sisters attempting to review and correlate in one week all the work they have covered in four years. It seems almost impossible that even with the greatest mental strain, this thinking can be thoroughly done in seven days. And so the question is raised, "Is there no way in which the correlation process can be spread out over a longer period of time?" The answer is found in the tutorial system of education.

The word "tutor" has its origin in the language of the mediaeval universities, but the tutorial method of education is comparatively modern, the incidental product of the reforms which were made in English institutions after 1800. This system, introduced into the United States about 1917, is at present expressed in three slightly different movements: first, preceptorial instruction in courses as at Princeton; second, tutorial instruction in fields of concentration or major subjects, as at Harvard; and third, the diverse forms of conference and guidance associated with honors courses, at a number of colleges in the United States.

The first and third of these methods have been applied successfully to the needs of Princeton, Barnard, North Carolina, Mount Holyoke, Northwestern, Cincinnati, Carlton, Swarthmore, Smith, and Columbia. As more highly developed forms of our system of faculty advisers, they have succeeded in creating a closer contact between teacher and student. But they have not answered the question brought up by the use of the General Examination—that has been left to the second movement, the one now in effect at Harvard and Radcliffe.

At the latter universities, since 1919, students in fields in which General Examinations are required are assigned, early in their sophomore year, to tutors who will aid them in correlating the work of their courses, and will attempt to develop in them habits of profitable reading, independent thinking, and scholarly methods. The student meets his tutor weekly or fortnightly in an informal manner, and talks with him about his courses; the latter assigns him written work and criticizes it, assigns him reading and discusses it with him, and generally notes his intellectual progress. The process is "Socratic, not didactic," President Lowell says in the *Educational Record* of 1927, because the tutor does not replace the lecturing professor in imparting information, but works individually with the student, giving him a stimulated open-mindedness toward that information.

The tutorial system, as thus expressed at Harvard and Radcliffe, has rapidly gained in popularity during the last few years. Results of examinations since 1919 prove it to be successful. A few difficulties, of which cost is the most important, have prevented its general adoption; but educational leaders feel that a solution to these problems will soon be found, so that it will become a part of the curriculum of every progressive college.

Free Press Column

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements in this column.

Contributions should be in the hands of the Editors by 10 A. M. on Sunday.

HELP! HELP!

To the Wellesley College News:

It would be interesting to discover how many of the seniors who are about to take their divisionals believe in the complete justice of the present system of general examinations. I think the majority admit the value of correlating the four years of work in their major subject. But why, then, the very prevalent dissatisfaction? Is it only the lazy who are grumbling at a slice of extra work, and the timid low-C averages who are squeaking at the thought of failure? I think not.

There seems to be a very general feeling that divisionals count too heavily—that their importance could be taken down a peg without decreasing their intrinsic value.

Failure in a general examination means failure to get one's degree. No consideration is taken of unusual circumstances such as illness at the time of the general. Then, too, though it is usually true that good students have no need for fear, it is not incredible that a B student should, for some reason, fail. Why have a system so rigid and inflexible that no consideration can be made for exceptions? If the general was considered with the four years of grades, or perhaps only with the grades in the major subject, would not the resulting average better determine the senior's final fitness for her degree than would a single examination? Or might there not at least be the possibility of a re-examination before commencement?

Then, too, it seems that there is a trend toward an over-emphasis of the importance of the general. Coming from four years of high school in which College Boards have been threateningly held over our heads, it is disappointing to find teachers beginning freshman year to talk of "preparation for the general." The extra review sessions, the constant warnings, the class emphasis on generals, do not seem to be drawing us any nearer to our ideal of a liberal education.

It seems inconsistent, also, to encourage independent work and at the same time to emphasize so strongly the rather rigid general examination requirements.

Why, then, make the last half of senior year a terror to some and a grind to others, by placing such an overwhelming importance upon one examination?

1931.

KEEP COOL

To the Wellesley College News:

Perhaps now that she has worked off a great deal of steam in her last week's free press, the President of A. A., the holder of one of the college's major offices, might reread coolly both the editorial that she criticized and her entirely different sort of answer. She might then realize that not only did she fail to see what the editorial was driving at, but she even descended to such personalities toward the NEWS editorial board as ought to induce her to offer a public apology.

1931.

'31 OBJECTS

To the Wellesley College News:

We were discussing, one day last week, with a member of Academic Council the new plan for the General Examination. How great was our amazement to learn from her that the schedule book is all wrong. In fact, she went so far as to say that as far as she knew, all seniors would next year be excused from all their classes during the week preceding the generals, as well as from the final examinations in their major courses! This statement seemed to us radically different from the official announcement. Of course, we hope she is right, but——.

Meanwhile the official announcement stares us in the face. Can it be that the senior art course, being only a grade two course, will continue its meetings during that week of preparation, and perhaps have a delightful quiz as near to the general examination as the quiz last week was? Will the grade two survey courses in music and literature, most of the members of which belong to the senior class, still gather? Will those seniors who carry but one grade three course have to prepare for and attend three classes while they are reviewing the work of four years? No other way will be open to them, for the fact that Memorial Day comes that week will bring the usual calendar days, and the obligation to attend classes.

Or will the Academic Council realize that while it has made at least an interesting change, its plans still have a rather ridiculous feature that should be removed immediately? "Hope springs eternal"——.

1931.

WANTED: WINDOW SCREENS

To the Wellesley College News:

Although the weather belies the fact, I know that spring is here, since I already have to kill flies in my room. Can't we in the Quadrangle have screens as do some of the newer houses?

I can remember having to go home last year to study for my finals, because I could not study and conduct a campaign against flies, moquitoes and June bugs, at the same time. Must I do so again?

Why did my hygiene instructor tell us that rooms should be screened, that flies were not the best company? Does this apply only to freshmen?

Meanwhile, I stand armed with a fly swatter—ready for all comers.

1931.

A TRUE AND TRAGICAL HISTORIE

Lost in the vague beginnings of the
dim primeval all,
I found ancestral traces of the *genus General*—
It went upon three toe-nails and it
barked a dismal bark
It leapt upon the chimpanzee and killed
it in the dark—
*It hid itself beneath the bed when
Noah built the Ark!*

It grew and came by stages to be a
pretty beast—
(The kind that Nero fancied and favored with a feast)
It wandered through the Empire with
a red and bloody track,
And ate up Christian martyrs with a
loud disgusting smack—
Then Attila came down on Rome a-riding on its back!

It learned a clever trick or two as centuries went by,
It saw the Inquisition with a twinkle
in its eye—
With roaring and with rapture and
with swishing of the tail,
It saw a hundred torture rooms where-
at my fancies fail,
*And lustfully it listened to the fevered
victim's wail!*

It laughed to watch the robbers die on
top of Tyburn Hill—
The pirate bones that rattled on the
scaffold steep and still!
It roamed the highways of the world
that run from shore to shore,
Then it took a thousand nom-de-
plumes and muffled down its roar—
But the spirit of the specie is as deadly as of yore!

It holds out perfect promises and beckons to the young—
It even fools the sagest with an eloquence of tongue;
It's learned a few disguises and it
wears them all with guile,
And only armed with Tutors can you
face it with a smile—
*For in all other cases it can kill at
half a mile!*

L'Envoi

*For the peace of bygone ages, for your
sire, the chimpanzee,*
*For the martyr and his mother and
the pirate on the sea,*
*For the souls he laughed to Satan and
the dooms he made to fall,*
*For yourself and your successors, sign
the writing on the wall,*
*Now destruction to the Demon, to the
Genus General!!*

* * * * * * * *

ADONAIS DESTITUTE

Adonais has been having a
Tremendous
Time
He's been studying for his generals
He's been majoring in the Art
Of Successfully
Burying
Bones
And at the Most Crucial Moment
His eyes went back On Him
He acquired an
Eyestrain
The doctors diagnosed
Red Eye
Or some such Dire disease
And Now He has to
Wear
Dark
Glasses

They hurt his ears
They make him look
Even more Destitute
Than he feels
His poor Tail
Sags
Sadness has become his
Habitual
State

The Theater

COLONIAL—*Ripples* (Fred Stone and Family)
HOLLIS—*Let Us Be Gay*
PLYMOUTH—*The Little Accident*
SHUBERT—*Dear Love* (Walter Woolf)
TREMONT—*Journey's End* (All-Talking Screen Drama)
COPLEY—*Deah Old England*
MAJESTIC—*Song O' My Heart* (John McCormack)
WILBUR—*The Love Duel*

THE LOVE DUEL

With characteristic superfluity of awkward hands, harsh tones, and artificial poses, Ethel Barrymore opened her Boston season on Monday night, April 28, at the Wilbur Theatre, in *The Love Duel*, by advertisement, "a modern comedy," by Lili Hatvany, adapted by Zoë Akins.

The play combines, usually in a clumsy manner, sweet, old-fashioned sentiment with what passes for amusing repartee. Some lines offer agreeable entertainment, concerning as they do the love battle of an unconquered adventurer in romance and an equally unbruised adventuress. But the unreality of the situation, which might have made it a sprightly farce or even an appealing fantasy, is transported from either of the worlds where it might have carried conviction, to a no-man's land of half-realism, half-farce, half-sentimental-comedy.

Miss Barrymore is, to lovers of Miss Barrymore, quite satisfactory. As the sophisticated breaker of men's hearts she assumes various striking poses with the assistance of a feather fan or a grand piano. Sometimes she reads into the role of Lydia a more subtle interpretation, softening her voice and subduing her gestures in token of something more than a change of mood.

Pitted against our adventuress in this battle of Amor is of course her male counterpart, Carlo, who plays the roué in a perfunctory manner. No more convincing are the rest of the supporting cast; and perhaps their inadequacy is fortunate. Good acting would be wasted among the trivialities and absurdities of *The Love Duel*.

M. G., 1931.

CAMPUS CRITIC

THE DOVER ROAD

Last Friday evening, April 25, the Paint and Powder Club of Wesleyan University gave an altogether enjoyable and finished production of A. A. Milne's absurd comedy, *The Dover Road*. The play is, of course, one admirably suited to college production, and as such was carried off delightfully.

It would be a difficult task to choose any one of the cast as the most polished actor, but the palm is undoubtedly in the balance between Halsted Clapp, Ralph Pendleton, Mary Lancaster, and Charles Olson.

Mr. Pendleton's Latimer was whimsical to just the right degree. He had a really difficult part that might easily have been made maudlin and uninteresting. Instead he had excellent restraint, and an admirable way of bringing out the facets of Mr. Latimer, as the disinterested benefactor, the mildly amused onlooker, and finally the pathetic old man thinking himself capable of attracting the love of a much younger young woman.

The part of Leonard, though not so difficult as that of Mr. Latimer, was played with great gusto by Mr. Clapp. Particularly in the second act did he excel in his amusing portrayal of the would-be pampered man. Surely such a cold has never before been seen on the Alumnae Hall stage!

Mr. Olson and Mr. Bodin both contributed to the enjoyable performance, the first by his remarkable ability to inspire terror continually, the second by his disarming boyishness.

Part of the usual source of entertainment that comes with a presentation at Wellesley of a play by men was unfortunately lacking, because of the Paint and Powder Club's policy of having women play the female parts. Miss Lancaster's performance of Eustasia, however, helped to alleviate greatly this disappointment. Hers was a sympathetic and rather appealing interpretation of an otherwise unsympathetic part. She carried it off with great aplomb.

Miss Brooks gave a rather uninteresting performance of Anne. There is all the difference in the world between being just natural on the stage, and being artistically natural, as is to be seen from a comparison of the skillful acting of Mr. Clapp with that of Miss Brooks. She seemed not to grasp the possibilities of the part, so that her Anne at the end of the third act was not so very different from Anne as she chose to interpret her at the beginning, whereas Milne obviously shows character development in this as in almost every other members of the *dramatis personae*.

The play was performed with spirit, and was enthusiastically received by the audience, which perhaps realized how altogether fitting such a play was for the occasion.

E. F. P., 1931.

STUDENT RECITAL

The Student Recital, held April 25 at 4:40 in Billings Hall, afforded a great deal of pleasure to all who were present. Charlotte Shoemaker began the program with the 1st movement of Beethoven's *Sonata Pathétique*, which was well interpreted. Marjorie Tooker, in playing *In Der Nacht (Fantasiestücke*, Op. 12), by Schumann, had an opportunity to display her technical powers. Helen Brandriff sang *Widmung (Dedication)*, also by Schumann, in an agreeable presentation.

In the succeeding number, Lois Catron brought out with distinction the varying crescendoes and diminuendoes of Niemann's *Singende Fonän*, for the piano. Mary Hoffman, also playing the piano, had a firm touch and a keen appreciation of *Alhambra* by Cassado. This was followed by a violin number by Sarah Dunlap, who gave Wieniawski's *Legende*, in which she observed with care both the muted tones and the climax. The next selection was Spohr's *Rose, Softly Blooming*, which Katherine Bigler sang with clearness and correct emphasis. Edith Osgood played with feeling Rachmaninoff's *Prelude*, Op. 32, No. 10, in B Minor, and created a pleasing effect in contrasts.

The closing number on the program was most enjoyable. Geraldine Badenoch played *Rhapsodie* in G Minor by Brahms, in which there was beauty of interpretation as well as appreciation of the piece.

J. M., 1933.

FISKE CONTEST

The final contest for the Fiske prize was conducted under the auspices of the Reading and Speaking Department Friday afternoon, April 25, at 4:40, in Matthison House. The meeting was open to the college.

The speakers were judged on their choice and arrangement of subject matter, on their mastery of the standard speech, their diction and quality of voice. Those who took part were Elizabeth Klauder, Alice Habberton, Rhoda Reynolds, Marjorie Foster, Mary Losey, Marjorie Wise, Imogene Ward, Mary Gion, and Virginia Hart.

Elizabeth Klauder gave a very clear and direct summary of the much summarized Naval Parley; her arrangement of subject matter was admirable. Alice Habberton's speech, *The Art of Self Appreciation*, was drawn from personal observation, and the youthful philosopher piqued the interest of her audience with her emphatic manner and her meticulous enunciation. Unfortunately the time limit cut her speech short and thus it lost much of its logical force. The third speaker, Rhoda Reynolds, in discussing the Mid-ocean Service Stations for airships, maintained a pleasing conversational tone which established good contact between her and the audience. *The Last of the Cossacks*, given by Marjorie Foster, came close to being a dramatic description in which her formality of delivery and her apt selection of words were very convincing. Mary Losey, in speaking on *Woman's Position in World Peace*, stood out as one of the few who mastered the art of repetition and concrete example to carry weight. Although she was slightly hurried, the cumulative effect was good. Marjorie Wise caught the attention of the audience with a clever sentence and held it throughout with the surprising comments she made concerning *Slang as Language*. Her posture, low, even voice, and facile manner of speaking evidenced a commendable ease and stage presence. Imogene Ward, unlike most of the other contestants, discussed *Ghandi's India* in a more truly extemporaneous manner. Her speech was marked by charming directness. Mary Gion seemed to have learned many of the tricks of the trade; for in discussing music in relation to world peace, she used a catch phrase to stimulate interest; she paused to give emphasis, she spoke directly to the audience, she preserved throughout an excellent poise. Virginia Hart used the human interest appeal when she spoke on *A Different Type of Camp*. Her upright carriage helped to give force to what she said.

The prize will be awarded May 16 at the Davenport Contest.

C. E. M., '32.

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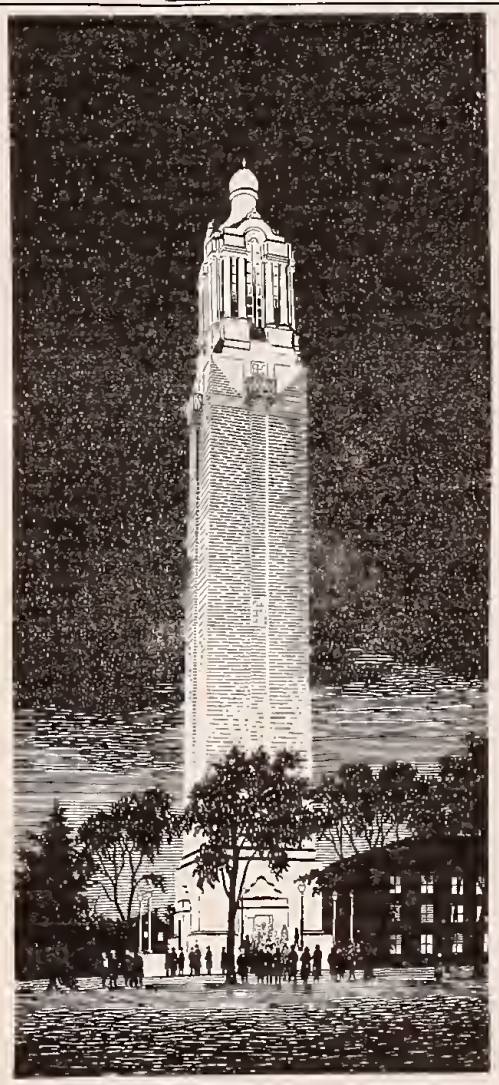

Drawing of the Coughlin Campanile at South Dakota State College, Brookings, S. D. Perkins and McWayne, architects

ON THE CAMPUS, where class buildings and memorial structures are so often distinguished by their noble form, floodlighting equipment serves to prolong the enjoyment of their beauty and to enhance pride in the institution. » » Such an application is made for the new 165-foot campanile at South Dakota State—magnificent gift of an alumnus. Electrically operated chimes sound the hours and are heard in concerts. At night, shafts of light from General Electric floodlighting projectors effect a picture of superb beauty done in the school colors and white. From the air, the tower is identified by the beam from a G-E airway beacon surmounting the floodlighted dome. » » Thus, G-E equipment plays its part in promoting progress and fine appreciation. Back of every G-E product is an organization in which college-trained men are largely responsible for the planning, production, and distribution.

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GENERAL ELECTRIC
GENERAL ELECTRIC COMPANY, SCHENECTADY, NEW YORK

BIBLIOFILE

Christine and Other Stories by Julian Green, translated from the French by Courtney Bruerton, Harper Brothers, 1930.

Though there are many tales to which the term "haunting," denoting a certain vague but lingering quality to be found therein, can be applied with truth, few indeed are those that can justly be called unforgettable. And certainly this collection of short stories by one of the foremost younger writers in the French literary world deserves to be included in such a group, for both subject matter and style stamp each narrative indelibly on the mind. Clarity of phrasing, economy and restraint in treatment, startling, yet not forced or melodramatic events, and careful analysis of abnormal temperaments, combine with noteworthy precision in all aspects of the work to create in the reader an impression as distinct and insistent as the blast of a trumpet.

All the stories illustrate Mr. Green's vital interest in the study of character, particularly, if not wholly, in weak, distorted, or occultly gifted character. Most important of the four, perhaps, as being the most powerful, is *The Keys of Death*, which deals with the conflict of a boy with a homicidal mania and a girl possessed of occult talents, and *The Pilgrimage on the Earth*, the strange tale of a breaking mind. The author's control does not seem to be quite so sure in the title story, *Christine*, while neither the theme nor the treatment of the other narrative, *Leviathan*, is as striking or original as in the two first mentioned.

In spite of the somewhat one-sided view of life displayed in this group of stories, the author's sincerity reveals itself in the fact that the dominant tone is one of pessimism rather than of cynicism. This sincerity, the very seriousness of the writer's attitude, lends to literary achievements of no mean distinction the added fascination of an evident cause for their existence. Mr. Green wrote these studies of misshapen humanity not from morbid curiosity, but from necessity. The reader will remember them, for the same reason.

The Great Meadow, by Elizabeth Madox Roberts, The Viking Press, 1930.

Published fifteen years after its conception, *The Great Meadow*, whose setting is the pioneer days of Kentucky in the late eighteenth century, proves itself to be in many ways the worthy offspring of this prolonged maturization. Here again are manifested the same extraordinary power over language, the same masterly portrayal of character and painting of scenes, the same realization of the beauty of a vanishing tongue that won high honors for the writer's first novel, *The Time of Man* (1926). Countless remarkably vivid concrete figures, mellow cadences, and rhythms of slow dignity bear witness to the fact that Miss Roberts's poetic powers are to be matched by few of her generation. Certain passages stand from the pages with a grandeur and vigor almost painful in their intensity; one reads them with all the wondering ecstasy of those who watch new worlds spring into light.

Magnificently conceived, *The Great Meadow* yet falls short of its ideal. The chief weakness of the book is perhaps to be found in the last part, which concerns itself with the life of Dione and Berk after their marriage, at Harrod's Fort in the wilderness of Kentucky. In this section, incident is the great interest rather than character and setting, the two phases of prose fiction in which Miss Roberts especially excels, and which receive the major emphasis in the epic portions that treat of Dione's life in Virginia and her long journey through the wilderness. One is conscious, in the last part, of the writer's effort to condense an over-large body of material to a convenient size, and the result is doubtfully proportioned, sometimes almost tedious, redeemed only by bits of excellent dialogue and rare descriptions. If the Kentucky period were either considerably expanded or considerably reduced in substance, the change would not only insure greater ease and delight to the reader, but also strengthen the unity of the novel, somewhat endangered by this shift of emphasis.

Yet, taken as a whole, the merits of the book both as an historical study and as an artistic achievement surely overbalance this structural defect. *The Great Meadow* has three great qualities to commend it, beauty, comparative historical accuracy, and unusual penetration into the ways of mankind.

M. C., '32.

LANGUAGE STUDY REGARDED AS HANDICAP RATHER THAN HELP

That the study of foreign languages affords a certain mental discipline is a myth whose persistence has kept teaching at its present low level of gerund grinding, according to William Norwood Brigance in an article entitled *The Foreign Language Grindstone*, in the April issue of the *American Mercury*.

Mr. Brigance declares that after the passing of Latin and Greek, scholars argued that their study afforded, first, mental discipline, and second, facility and power in the native tongue. Since then, however experienced psychologists have been conducting experimental investigations to test the legitimacy of each argument.

Professor West, a member of the staff of Docca University in India, undertook scientific research in the problem. The universal language of this section is Bengali. Records made of students of equal ability, some of whom had studied foreign languages and some of whom had not, were announced in Professor West's book *Bilingualism*. This proves that it is a disadvantage to live in a bilingual country, and that the mastery of two languages is a mental handicap.

More conclusive evidence is given by Professors Saer, Smith, and Hughes, who announce, as a result of a study of bilingualism in Wales, that bilingual children are less intelligent that those who know only one language. The handicap of bilingualism arises from the fact that although the brain is divided into two separate hemispheres, one controlling each side of the body, there is a speech center in only one hemisphere which functions best with one language.

To the second of the reasons for the compulsory study of languages Mr. Brigance responds with a question. How was it possible for Plato and Aristotle to master the classical style when they were monolingual? He illustrates his point with a comparison of the styles of Sumner and Lincoln.

The author makes it quite clear that he is not arguing against the study of foreign language as such, but rather against the study of foreign languages for other purposes than acquiring a reading or speaking knowledge itself.

MISS MILLER TRACES GROWTH AND FALL OF OTTOMAN EMPIRE

On April 21, Miss Barnette Miller gave an illustrated lecture about the Ottoman Turks.

Originating in Mongolia, this people went south as far as the great wall of China, then toward central and western Asia, beginning two thousand years of migration. Pushing gradually westward, their first important conquest was made in 550 A.D., when they overthrew the Persian empire. Although they remained a Mongolian race, they had learned to adapt themselves to existing conditions: hence they were converted with great ease to Mohammedanism in the eighth century.

In 1136, the Mongols triumphed over the eastern Seljuks. The western Seljuks were treated in a more strategic way. According to legend, a band of Mongols traveling to join the Seljuks saw a battle and helped out the losing side, which happened to be the Seljuks themselves, who, out of gratitude to their rescuers, made them their vassals and gave them the so-called fief of destiny.

The Ottomans, as the Mongols were called from their first great leader, Othman, conquered Nicaea, which gave them the southern slope of Gallpoli. Their third sultan, Mural I, laid the foundations for European conquest and rapid growth.

The rapid expansion, however, the new system of secluding the Sultan, patriarchs, the political influence of the royal harem, the lack of institutions of their own, all contributed to their downfall, so that today they have become a vital problem.

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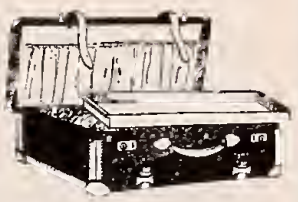
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Her Graduation
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Out From Dreams and Theories

AN UNCROWDED OCCUPATION

The Associated Charities of Cleveland and the Family Welfare Association of Pittsburgh have both sent the Personnel Bureau notices of their valuable scholarships for training in social work for the graduates of 1930. These scholarships carry excellent salaries in addition to tuition in a school for social work, with the assurance of a position after the training course is completed. The types of work for which this training is adequate are varied—Child Welfare, Hospital Social Service, Probation Work, Family Case Work, etc.

Further details may be obtained at the Personnel Bureau.

SOME FOREIGN POSITIONS

I. Two institutions in China.

A. Ginling College.

History. A candidate must have done graduate work equivalent to a Ph.D. Subjects especially desired are European and Oriental history.

Music. Vocal work with choir, glee club, chorus and individual vocal lessons.

Psychology. Advanced work and charge of the department.

Librarian. Trained librarian to reorganize the library. A three-year position.

Sociology. Candidate must be trained in theoretical and practical sociology.

Salary $1728 Mexican currency. Living costs $50 a month. Estimated sufficient for comfortable living and vacation trips.

B. Canton Christian College.

Teacher of Physics, to spend one year or possibly two years in the High School Department. Traveling expenses to and from Canton, salary of $150 (Hongkong currency) a month, and a furnished room.

II. Farthest North.

Mr. Donald B. Macmillan is looking for a teacher for Eskimo children at Nain, Labrador. Mr. Macmillan will provide transportation either on his ship or on train and mail boat. The candidate must be willing to give her services for at least one year, but, writes Mr. Macmillan, she "will have a very interesting experience, gather material for books and lectures, and at the same time feel that she is contributing something of real value to humanity."

Nain is in North Labrador. There are no boats during the winter, but mail comes in by dog-team about three times a year. Mr. Macmillan will arrange an interview with anyone "who is interested in giving herself to a cause."

III. Albania.

A volunteer teacher of English and Social Science is needed at the Kyrias Institute in Albania. The school has 150 women students, but a building is nearly finished which will give room for 250. It is an institution that is growing fast and trying to meet great demands.

Fuller details may be obtained at the Personnel Bureau.

A CALL FROM THE MIDDLE WEST

A large manufacturing company in Kansas City needs "some young college women with good natural endowment for business." Candidates should have "personality and some training which will help them to become easily a part of the office organization." This concern has about 600 on its payroll, almost all of them women. All the executive positions are filled by women, and the organization offers excellent opportunities.

Details may be obtained from the Personnel Bureau.

SUMMER POSITIONS

Social Service Camps

1. Volunteers are needed as general counselors at a camp at Poughkeepsie, New York, which is maintained by a settlement in New York City. Counselors are wanted for July and August, or for one month. The counselors receive room and board. The duties involve helping with swimming, nature study, hikes, sports and general camp life.

2. There is an opportunity for an assistant in the department of recreation and games at the play school for small children carried on by the University Settlement, New York City. The salary of $50 a month or $100 for eight weeks covers the cost of board and room at the Settlement.

SERIES OF PRISON REVOLTS CLIMAXED BY FIRE DISASTER

(Continued from Page 1, Col. 4)

though the blaze was first seen at half-past five, an alarm was not sent in to the fire department until six o'clock, and by that time the firemen were unable to control it. The warden, fearing that prisoners might try to escape, stationed himself outside the prison walls, and left the deputy warden in command. The men who were rescued from the burning section of the building were freed by guards who were acting on their own initiative.

Investigations following the fire showed that in this old building were housed four thousand three hundred men. There is actually room for less than half that number. The prison has no modern appliances, such as a sprinkler system or a device to control centrally the cell doors. In this perfect fire-trap there had never been a fire-drill, because the warden feared revolt.

The *New York Times*, in an editorial of April 23, says: " . . . Nothing, apparently, can absolve Ohio from dual responsibility for these things: Permitting unsafe fire conditions to exist in its obsolete prison and crowding four thousand three hundred men into cells."

The governor of Ohio is conducting an investigation, the result of which is in itself of small importance; but it is to be hoped that prison officials will benefit from this disaster.

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CALENDAR

—*—

Thurs., May 1: *8:15 A.M. Morning Chapel. Miss Louise Conway '31 will lead.

4:00 P.M. Room 124 Founders Hall. Academic Council.

Fri., May 2: *8:15 A.M. Morning Chapel. Dean Tufts will lead.

General Examinations for seniors.

8:00 P.M. Shakespeare House. Meeting of Circulo Castellano. A play—*Los Meritorios*, Brothers Quintero—will be given. Anyone interested in Spanish is invited.

Sat., May 3: May Day.

*7:15 A.M. Senior Hoop Rolling.

*8:00 A.M. Morning Chapel. President Pendleton will lead. Formation of numerals by class of 1932.

1:15 P.M. Billings Hall. Room drawing—class of 1932.

*2:00 P.M. Tower Court Green. May Day Festival.

*7:15 P.M. Step singing on Chapel Steps.

Sun., May 4: *11:00 A.M. Memorial Chapel. Preacher: Rev. Sidney Lovett, Mount Vernon Church, Boston.

*3:00 P.M. Tau Zeta Epsilon House. Mrs. Mary Thompson will speak on *What is Happening with Women in the Textile Industry.* (Student-Industrial Committee of the Christian Association)

Mon., May 5: *8:15 A.M. Morning Chapel. Leader, Miss Agnes Addison, '30. Organist, Miss Mary Heiss '32.

Tues., May 6: *8:15 A.M. Morning Chapel. President Pendleton will lead.

Wed., May 7: *8:15 A.M. Morning Chapel. Miss Barnette Miller will lead.

*8:00 P.M. Art Lecture Room. Miss Sirarpie DerNersessian will give an illustrated lecture on *Gospel Illustration in Byzantine Manuscripts.* (Department of Art.)

Notes: *Art Museum—Beginning May 3. Exhibition of Photographs of New England subjects by William E. Merrill.

*Library—South Exhibition Hall. Exhibition of Browning Letters and Personalia continued.

* Open to the public.

CLASS OF 1930
Complete Records

Owing to the requirement of State Boards of Education and Medical Schools that the record be made out on special blanks, it seems fairer that the complete record without charge to which each student is entitled should be made on the form which best serves her purpose.

Each student who desires a complete copy of her record should make the request in writing, giving the address to which it should be sent. If it is desired that the record be made upon a special blank, the necessary form must accompany the application. If no form is inclosed, the Wellesley College blank will be used. The records will be sent in the summer in the order in which the requests are received, precedence being given to candidates for medical schools, graduate work, and educations positions.

—*—

SECOND SEMESTER REPORTS

Seniors

Reports of the second semester for the class of 1930 will be sent by resident mail not later than Commencement Day (see also special notice concerning complete records on senior bulletin).

Other Students

Reports will be sent to the home address as given in the Directory unless this differs from the address given at registration after the Christmas recess, when the latter will be used.

Mary Frazer Smith,
College Recorder.

SPRING BRINGS MANY SPORTS; GOLF AND CREW ARE POPULAR

—*—

This is a new popularity contest—not on soap or cigarettes or such—but on Wellesley sports. For with the advent of spring, eight hundred members of the college have inevitably turned out for open air exercise, while some four hundred more from the junior and senior classes have appeared unsolicited. Which sport, we wonder, is the most popular?

If numbers count, it is Golf. This game heads the list with 175 required and 150 voluntary, which is almost one-fourth of everyone taking athletics. The new and gushing river by the sixth hole does not daunt these enthusiasts, nor does the awful mental hazard of shooting over the black mud on the seventh hole. Moreover, a myriad of little boys swarm the course and find their paradise and life-work hunting balls in the surrounding woods and in criss-crossing water hazards.

Running Golf a close second, with two hundred taking required and forty taking voluntary, is Tennis. Particularly attractive is the recent addition of an advanced class largely for juniors and seniors, under the supervision of Miss Beale. A very welcome innovation, also, is the new ruling that members of these advanced classes need not wear gym clothes, but may wear the cooler, more suitable dresses made especially for tennis.

Huskies in the Making

For the more hardy, however, for the select and enthusiastic few, there is Lacrosse, which boasts a membership of forty-five required and thirty voluntary. This game, recently introduced from England, although said to be of Indian origin, is little known to the college as a whole. Indeed, there are many who look pained when Lacrosse is mentioned, and who immediately exclaim, "Oh, but it's so rough!" Strenuous it certainly is, but by no means fatally rough.

Baseball is always popular, its attendance being around ninety for those taking it as a required sport. Both hard and soft baseballs are again in use this year, although perhaps fewer people are taking Baseball because of a class in outdoor games that has been organized for the first time this year. The new course counts as a medium team sport; kick ball, bat ball, and fist ball are a few of the games played. About sixty-four girls have enrolled.

Crew is another sport for the hardy, and 113 have responded for required, with 64 voluntary. There is a certain glamor about Crew that captures, as well as the pleasure of rowing. This sport has passed its pioneer stage; its popularity is well established among Wellesley athletic traditions.

Greatly beloved as an individual sport is Riding. Sixty are taking it this spring while twenty are taking it voluntarily.

A sport about which one hears little is Track; only thirty-five are taking it. Perhaps the reason for this is the fact that it is so very strenuous and also that it appeals only to girls with past training. In Track we find the specialists—experts in one or two lines such as high jumping, running, discus or javelin throwing.

Archery is another field that has comparatively few participants. It is really surprising how few "arch" at Wellesley, for it is neither an easy nor an unexciting sport. Indeed, over 100 girls are taking it this spring at Mount Holyoke. And at Bryn Mawr, of course, it has always enjoyed great popularity.

Last but most select is another new course offered by the Hygiene Department—Miss MacEwan's outdoor Dancing class. Indeed, it is very select—they are seven! Perhaps one reason for the small size is that the members have first to pass an individual sport test. To date they have not danced outdoors, for the weather has been inclement. The back lawn of Alumnae will be the spot for the chosen few when April has either departed or steadied down to less erratic behavior.

SPRING ORCHESTRA CONCERT TO BE HELD THURSDAY MAY 8

—*—

The spring concert of the Wellesley College Symphony Orchestra will be held Thursday evening, May 8, in Billings Hall at 8:00 o'clock. Mr. Jacques Hoffman will conduct, and the program is as follows:

Mozart
Symphony in C Major (Jupiter)
Rubenstein
Piano Concerto (First Movement)
Miss Marcia Purmort
Dvorak
Slovanic Dance No. 8
Karl Rissland
Reverie (Improvisation of L. D. Redways' *Prelude;* violin solo, harp, organ and orchestra)
Violin: Miss Stella Brewster
Meyerbeer
Coronation March from the Prophet

An interesting feature of the program will be the playing of the whole Mozart *Symphony,*—the first time in several years that the orchestra has played an entire symphony. The fourth number is played in honor of the composer, Mr. Rissland, who will be present in person.

Tickets are fifty cents—seats unreserved—and may be bought at the El Table on Monday and Tuesday, May 5 and 6, at the door, or from members of the orchestra.

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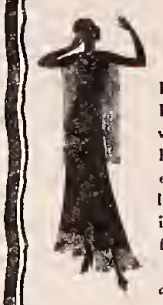
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